COURSE SYLLABUS

School Year	2025-2026
Subject	Geometry
Grade Level	9
Teacher	Mr. Isaac M
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COURSE DESCRIPTION: Grade 9 Geometry is the requisite for the future high school math courses. The US Common Core State Standards (CCSS) defines the curriculum framework of the Grade 9 math as a course which students learn about transformation and congruence, prove geometric theorems, and make constructions. Understand similarity and prove theorems involving similarity. Use Trigonometry with right triangles. Use theorem about circles, find arc lengths and areas of sectors. Translate between the geometry description and the equation for a conic section. Use co-ordinates to prove simple geometry theorems algebraically. Understand and use volume formulas. Relate two-dimensional and three- dimensional objects. Apply geometric concepts in modelling situations. Use probability and conditional probability to evaluate outcomes of decisions and find probabilities of compound events.

http://www.corestandards.org/Math/

In addition, the curriculum and learning strategies align to the Dominican International School's School Learning Outcomes (SLOs) which are Truthful, Organized, Reflective, Courageous, and Helpful (TORCH). The best practices of the student-centered learning are employed with collaboration, problem-based learning, technology integration, discussion, and more for the broader goal of lifelong learning and problem-solving. The Mathematical Practice (MP) expected from the students is defined by the CCSS as: MP.1 Make sense of problems and persevere in solving them, MP.2 Reason abstractly and quantitatively, MP.3 Construct viable arguments and critique the reasoning of others, MP.4 Model with mathematics, MP.5 Use appropriate tools strategically, MP.6 Attend to precision, MP.7 Look for and make use of structure, and MP.8 Look for and express regularity in repeated reasoning. Additional topics or lessons such as Algebra reviews, application projects, real-world issues, or more may be included depending on the timing, pacing, and the availability of the class.

COURSE OBJECTIVES: By the end of the semester/school year, (SWBAT) Students will be able to:

Reason quantitatively and use units to solve problems.

CCSS.MATH.CONTENT.HSN. Q.A.1

Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

Domain G-CO: GEOMETRY-CONGRUENCE

Experiment with transformations in the plane

CCSS.MATH.CONTENT.HSG.CO. A.1

Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

CCSS.MATH.CONTENT.HSG.CO. A.2

Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

CCSS.MATH.CONTENT.HSG.CO. A.3

Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

CCSS.MATH.CONTENT.HSG.CO. A.4

Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

CCSS.MATH.CONTENT.HSG.CO. A.5

Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

CCSS.MATH.CONTENT.HSG.CO. B.6

Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

CCSS.MATH.CONTENT.HSG.CO. B.7

Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

CCSS.MATH.CONTENT.HSG.CO. B.8

Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

CCSS.MATH.CONTENT.HSG.CO. C.9

Prove theorems about lines and angles. *Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.*

CCSS.MATH.CONTENT.HSG.CO. C.10

Prove theorems about triangles. *Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.*

CCSS.MATH.CONTENT.HSG.CO. C.11

Prove theorems about parallelograms. *Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a*
parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Make geometric constructions

CCSS.MATH.CONTENT.HSG.CO. D.12

Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). *Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.*

CCSS.MATH.CONTENT.HSG.CO. D.13

Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Domain G-SRT: GEOMETRY-SIMILARITY, RIGHT TRIANGLES, AND TRIGONOMETRY

Understand similarity in terms of similarity transformations

CCSS.MATH.CONTENT.HSG.SRT. A.1

Verify experimentally the properties of dilations given by a center and a scale factor:

CCSS.MATH.CONTENT.HSG.SRT. A.1.A

A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

CCSS.MATH.CONTENT.HSG.SRT. A.1.B

The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

CCSS.MATH.CONTENT.HSG.SRT. A.2

Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
CCSS.MATH.CONTENT.HSG.SRT. A.3

Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

CCSS.MATH.CONTENT.HSG.SRT. B.4

Prove theorems about triangles. *Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.* CCSS.MATH.CONTENT.HSG.SRT. B.5

Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

CCSS.MATH.CONTENT.HSG.SRT. C.6

Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
CCSS.MATH.CONTENT.HSG.SRT. C.7

Explain and use the relationship between the sine and cosine of complementary angles.
CCSS.MATH.CONTENT.HSG.SRT. C.8

Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems. [*]

Apply trigonometry to general triangles

CCSS.MATH.CONTENT.HSG.SRT. D.9

(+) Derive the formula $A = 1/2\ ab\ \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
CCSS.MATH.CONTENT.HSG.SRT. D.10

(+) Prove the Laws of Sines and Cosines and use them to solve problems.
CCSS.MATH.CONTENT.HSG.SRT. D.11

(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Domain G-C: GEOMETRY-CIRCLES

Understand and apply theorems about circles

CCSS.MATH.CONTENT.HSG. C.A.1

Prove that all circles are similar.
CCSS.MATH.CONTENT.HSG. C.A.2

Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*
CCSS.MATH.CONTENT.HSG. C.A.3

Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
CCSS.MATH.CONTENT.HSG. C.A.4

(+) Construct a tangent line from a point outside a given circle to the circle.

Find arc lengths and areas of sectors of circles

CCSS.MATH.CONTENT.HSG. C.B.5

Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Domain G-GPE: GEOMETRY-GEOMETRIC PROPERTIES WITH EQUATIONS

Translate between the geometric description and the equation for a conic section

CCSS.MATH.CONTENT.HSG.GPE. A.1

Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
CCSS.MATH.CONTENT.HSG.GPE. A.2

Derive the equation of a parabola given a focus and directrix.
CCSS.MATH.CONTENT.HSG.GPE. A.3

(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Use coordinates to prove simple geometric theorems algebraically

CCSS.MATH.CONTENT.HSG.GPE. B.4

Use coordinates to prove simple geometric theorems algebraically. *For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, √3) lies on the circle centered at the origin and containing the point (0, 2).*

CCSS.MATH.CONTENT.HSG.GPE. B.5

Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

CCSS.MATH.CONTENT.HSG.GPE. B.6

Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

CCSS.MATH.CONTENT.HSG.GPE. B.7

Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula. [*]

Domain G-GMD: GEOMETRY-GEOMETRIC MEASUREMENT AND DIMENSION

Explain volume formulas and use them to solve problems

CCSS.MATH.CONTENT.HSG.GMD. A.1

Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. *Use dissection arguments, Cavalieri's principle, and informal limit arguments.*

CCSS.MATH.CONTENT.HSG.GMD. A.2

(+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

CCSS.MATH.CONTENT.HSG.GMD. A.3

Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems. [*]

Visualize relationships between two-dimensional and three-dimensional objects

CCSS.MATH.CONTENT.HSG.GMD. B.4

Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Domain G-GMD: GEOMETRY-MODELING WITH GEOMETRY

Apply geometric concepts in modeling situations

CCSS.MATH.CONTENT.HSG.MG. A.1

Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

CCSS.MATH.CONTENT.HSG.MG. A.2

Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). [*]

CCSS.MATH.CONTENT.HSG.MG. A.3

Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios). [*]

Domain S-CP: STATISTICS & PROBABILITY-CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY

Understand independence and conditional probability and use them to interpret data

CCSS.MATH.CONTENT.HSS.CP. A.1

Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").

CCSS.MATH.CONTENT.HSS.CP. A.2

Understand that two events *A* and *B* are independent if the probability of *A* and *B* occurring together is the product of their probabilities, and use this characterization to determine if they are independent.

Domain S-CP: STATISTICS & PROBABILITY-CONDITIONAL PROBABILITY AND THE RULES OF PROBABILITY

CCSS.MATH.CONTENT.HSS.CP. A.3

Understand the conditional probability of *A* given *B* as $P(A$ and $B)/P(B)$, and interpret independence of *A* and *B* as saying that the conditional probability of *A* given *B* is the same as the probability of *A*, and the conditional probability of *B* given *A* is the same as the probability of *B*.

CCSS.MATH.CONTENT.HSS.CP. A.4

Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. *For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
CCSS.MATH.CONTENT.HSS.CP. A.5

Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. *For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events.

CCSS.MATH.CONTENT.HSS.CP. B.6

Find the conditional probability of *A* given *B* as the fraction of *B*'s outcomes that also belong to *A*, and interpret the answer in terms of the model.
CCSS.MATH.CONTENT.HSS.CP. B.7

Apply the Addition Rule, P (A or B) = P(A) + P(B) - P (A and B), and interpret the answer in terms of the model.
CCSS.MATH.CONTENT.HSS.CP. B.8

(+) Apply the general Multiplication Rule in a uniform probability model, P (A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.
CCSS.MATH.CONTENT.HSS.CP. B.9

(+) Use permutations and combinations to compute probabilities of compound events and solve problems.

Domain S-CP: STATISTICS & PROBABILITY-USING PROBABILITY TO MAKE DECISIONS

Use probability to evaluate outcomes of decisions

CCSS.MATH.CONTENT.HSS.MD. B.6

(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
CCSS.MATH.CONTENT.HSS.MD. B.7

(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).

PRIMARY TEXTBOOKS AND OTHER RESOURCES:

Ron Larson and Laurie Boswell, GEOMETRY — Common Core (Big Ideas Learning, 2022)

Ron Larson and Laurie Boswell, Geometry – Resources by chapter

Ron Larson and Laurie Boswell, Geometry – Assessment Book

Ron Larson and Laurie Boswell, Geometry – Practice workbook and Test Preparation

www.bigideasmath.com

Geogebra, Desmos, Khan Academy, mathpad, IXL math, CK-12, and other websites.

GRADING SYSTEM/ASSESSMENT:

Tests and Quarterly Exams are announced in advance. Pop Quizzes are unannounced and can be given at any time during the class so the students must come to class prepared. ALL Tests, Exams and Quizzes are cumulative so students are responsible for staying current and prepared of the previous scopes and lessons learned.

Homework/Classwork/Seatwork are graded based on completion and completing by the due dates. Students are responsible for checking the assignments' due dates posted on Google Classroom. Students are expected to be prepared to turn-in any work by the due date class time even if the Teacher did not collect the work at the due date. Actual work turn-in may be after the original due date, in which any incomplete work is well late. Any Missing, Incomplete or Late works are counted with 10% or more penalty with due dates as posted on the Google Classroom. Students MUST submit "Mark as Done" in Google Classroom for each assignments posted. Not submitting "Done" count as Incomplete with 10% penalty. Additional 10% are penalized for each day for late turn-in work. Actual work turn-in may be after the original due date, in which any incomplete work is well late. No late work is accepted 3 days after the due dates posted. Students

who are absent are responsible for keeping up with the class by doing the work as assigned on Google Classroom.

Students who miss the scheduled Test or Quarterly Exam must make-up the exam on return at the earliest. If the student does not make-up the exam at the earliest on return, then penalty may be deducted from the exam score. The make-up test/exam may be different and more challenging than the originally scheduled test/exam. The student grades are assigned as the following:

1. Tests and Pop Quizzes	30%
2. Homework/Classwork/Seatwork /Projects	30%
3. Quarterly Exam	30%
4. Deportment	10%
Total Grade	100%

ADDITIONAL INFORMATION:
Please always check Google Classroom for homework and announcements. Regular correspondences are conducted with the school's Gmail.

Students are required to come to class prepared with at least the standard school supplies:
- Notebook/Paper/Folder (need to be able to separate the assigned papers to turn-in) Ruler
- Protractor
- Compass
- Blue/black pen or pencil (only pens are allowed during tests)
- Red pen for marking
- Home online access to the Google Classroom and other online tools

Calculator: The CASIO fx-991ES is required in the whole course.

Other resources may be required only if instructed.

Schedule of Instruction may be changed due to timing, pacing or availability of the class.

ACADEMIC DISHONESTY:
Academic Dishonesty means employing a method or technique or engaging in conduct in an academic endeavor that contravenes the standards of ethical integrity expected at DIS.

Academic dishonesty includes but is not limited to the following:
- Purposely incorporating the ideas, words of sentences, paragraphs, or parts thereof without appropriate acknowledgment and representing the product as one's work;
- Representing another's intellectual work, such as photographs, paintings, drawings, sculpture, research, or the like, as one's own, including failure to attribute content to an AI.
- Employing a tutor, using Artificial Intelligence without acknowledgment, getting a parent to write a paper or do an assignment, and paying for an essay to be written by someone else and presented as the student's work.
- Committing any act that a reasonable person would conclude, when informed of the evidence, to be a dishonest means of obtaining or attempting to obtain credit for academic work.

Any act of academic dishonesty will result in an automatic zero on the entire assignment/learning task.

First Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (August 12 to 15) **4 days of class** 12-General Assembly at the Gymnasium 15-Opening Mass & Assumption of Our Lady	First Day of School/Orientation Day Class rules New student orientation 1-1 Points, Lines, and Planes 1-2 Measuring and Constructing Segments
Week 2 (August 18 to 22) 18-St. Dominic de Guzman Feast Day Celebration) Integrated during the Monday Assembly 20- House Shirt & Blue Jeans Day Starts 22- Club Orientation and Club Sign-up	1-3 Using Midpoint and Distance Formulas 1-4 Perimeter and Area in the Coordinate Plane 1-5 Measuring and Constructing Angles Weekly Test
Week 3 (August 25 to 29) 27- High School Talk - "Kickstart Your Success: Winning Mindsets for a Great School Year" 29- First Club Meeting	1-6 Describing Pairs of Angles 2-1 Conditional Statements 2-2 Inductive and Deductive Reasoning Weekly Test
Week 4 (September 1 to 5) 1- Launching of the World Day of Prayer for the Care of Creation (During the Monday Assembly) 1-AP Registration 3- AEO Fall University Fair 5- House Ceremony	2-3 Postulates and Diagrams 2-4 Algebraic Reasoning 2-5 Proving Statement About Segment and Angles Weekly Test
Week 5 (September 8 to 12) 8- Holy Mass: Nativity of the Blessed Virgin Mary & VIP Induction 10- House Mini Games	2-6 Proving Geometric Relationships 3-1 Pairs of Lines and Angles 3-2 Parallel Lines and Transversals Weekly Test

Start	
Week 6 (September 15 to 19) 15- Catholic Bridge Program for all New Students (After the Monday Assembly at the Gymnasium) 19- Athletics / Sports Orientation 19- PSAT/NMSQT Registration deadline	3-3 Proofs with Parallel Lines Teacher's Conference Moon Festival Holiday
Week 7 (September 22 to 26) 22- Celebration of the International Day of Peace-Peace Pole Ceremony (During the Monday Assembly) Teacher's Day Celebration & 26- Teachers' Appreciation 26- Grade 12 Career Educational Trip 24 to 26-Pre-Exam Days	3-4 Proof with Perpendicular Lines 3-5 Equations of Parallel and Perpendicular Lines Weekly Test
Week 8 (September 29 to October 3) 29- Launching of the Month of the Holy Rosary (During the Monday Assembly) Oct. 1-2- First Quarter Exam (half day)	Review for Quarter 1 Exam Quarter 1 Exam
Oct. 3-DIS Teachers and Staff Recognition Day/ Record Day Recollection for Aunties and Uncles (no classes for students)	

Second Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
6-Moon Festival (no classes)	
7-9 Teacher's Conference (no classes)	
Week 1 (11) (October 13 to 17) 13- Second Quarter Begins 13- Start of New Applicant Enrollment for 2nd Semester 14- Visit of Mother Mary to Classrooms (During the morning prayer) 15- AP Exam Only Registration Deadline 15- Monthly Career Talk - College Prep 17- PSAT/NMSQT Digital Exam	4-1 Translations 4-2 Reflections Weekly Test
Week 2 (12) (October 20 to 24) 20- Jubilee: Marian Exhibit Opening (After the Monday Assembly) 20- Campus Safety Talk for Students 24- Book Fair (Senior Escape Room)	4-3 Rotations 4-4 Congruence and Transformations Weekly Test
Week 3 (13) (October 27 to 31) 29- Grade 11 Career Educational Trip Oct. 31 to Nov. 1- Gr.6 SEL Camp	4-5 Dilations 4-6 Similarity and Transformation Weekly Test
Week 4 (14) (November 3 to 7) 3- Feast of St. Martin de Porres Mass (integrated	5-1 Angles of Triangles 5-2 Congruent Polygons 5-3 Proving Triangles Congruent by SAS

during the Monday Assembly) 5- Monthly Career Talk - College Prep	Weekly Test
Week 5 (15) (November 10 to 14) 14- Health Week 14- VIP-Parent Learning Community	5-4 Equilateral and Isosceles Triangles 5-5 Proving Triangles Congruent by SSS Weekly Test
Week 6 (16) (November 17 to 21) 17- Launching of Mental Health and Anti-Bullying Month 21- Young Shakespeare Play Writing and Performing Contest	5-6 Proving Triangles Congruent by ASA and AAS 5-7 Using Congruent Triangles 5-8 Coordinate Proofs Weekly Test
Week 7 (17) (November 24 to 28) 24- Peace Pole Day (Monday Assembly) 24- Lighting of the Christmas Tree after school (Campus Min/ ECA/ D' Torch Orchestra/ Religious Studies) (Afternoon) 25-27- Pre-Exam Days 27- Thanksgiving Potluck after school for teachers and staff 27- Thanksgiving Family Day 28- Gr. 12 Second Quarter Exam	6-1 Perpendicular and Angle Bisectors 6-2 Bisectors of Triangles 6-3 Medians and Altitudes of Triangles Weekly Test
Nov. 29 Invitation for All: The Jubilee Pilgrimage to Taipei (Saturday)	
Week 8 (18) (December 1 to 5) 1- First Week of Advent: Lighting of First Advent Candle (During the Monday Assembly) 3- Monthly Career Talk - College Prep	6-4 The Triangle Midsegement Theorem 6-5 Indirect Proof and Inequalities in One Triangle 6-6 Inequalities in Two Triangles Weekly Test

5- Nativity Play (Collaboration with Campus Ministry) 5- Christmas Fair Whole Day	
Week 9 (19) (December 8 to 12) 8- Foundation Day Mass, cake ceremony, and Class Party (half day) 8- Solemnity of the Immaculate Conception 8- Second Week of Advent 10- Gr. 12 Advent Immersion 11 and 12- Second Quarter Exam (half day)	Review for Quarter 2 Exam Quarter 2 Exam
December 13 Invitation for All: Advent Recollection @DIS (Saturday)	
December 15 to January 2 Christmas Break	

Third Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
January 5- Record Day (No Classes for students)	
Week 1 (20) (January 5 to 9) 5- PSAT 8/9 Registration Starts 6- Third Quarter Begins 7- Monthly Career Talk-College Prep 9- New Year Mass at 8:00	7-1 Angles of Polygons 7-2 Properties of Parallelogram Weekly Test
Week 2 (21) (January 12 to 16) 16- Club Orientation & Sign Up	7-3 Proving That a Quadrilateral is a Parallelogram 7-4 Properties of special Parallelogram 7-5 Properties of Trapezoids Weekly test

Week 3 (22) (January 19 to 23) 19-23- Individual Yearbook Photoshoot for Students 19-23- Career Awareness Week 22- Grade 9 Career Educational trip 23- First Club Meeting for 2nd Semester	8-1 Similar Polygons 8-2 Proving Triangle Similarity by AA Weekly Test
Week 4 (23) (January 26 to 30) 26- Feast Day of St. Thomas Aquinas/Launching of the Catholic Week 26-28- Aquinas Conference: Science and Faith 26-30- Catholic Week Activities 30- DYM Charity Concert	8-3 Proving Triangle Similarity by SSS and SAS 8-4 Proportionality Theorems Weekly Test
Week 5 (24) (February 2 to 6) 1-4- WASC Mid-Cycle Visit 4- Monthly Career Talk - College Prep 6-7- SUAO Recollection for MS	9-1 The Pythagorean Theorem 9-2 Special Right Triangles Weekly Test
Week 6 (25) (February 9 to 13) 9- Start of New Applicant Enrollment for 1st Semester for SY2025-26 13- PSAT 8/9 Registration Deadline 13- House Valentine's Mini Fair 13- Chinese New Year Celebration	9-3 Similar Right Triangles 9-4 The Tangent Ratio Weekly Test
February 16-20 Chinese New Year Holiday	

Week 7 (26) (February 23 to 26) 23-26- IOWA Assessments 23- Student Council Application 24-26- Pre-Exam Days	9-5 The Sine and Cosine Ratios 9-6 Solving Right Triangles Weekly Test
February 27 Memorial Day Holiday (no classes)	
Week 8 (27) (March 2 to 6) 3- Monthly Career Talk - College Prep 6- PSAT 8/9 System Installation and Practice Test	9-7 Law of Sines and Laws of Cosines Weekly Test
Week 9 (28) (March 9 to 13) 13 and 16- Third Quarter Exam (half day)	Review for Quarter 3 Exam Quarter 3 Exam

Fourth Quarter Tentative Course Content

Week/Date	Topic/Projects/Assessments
Week 1 (29) (March 16 to 20) 16- Third Quarter Exam (half day) 16-20- Faculty & Staff Yearbook Photo 17- Fourth Quarter Begins 18-21- EARCOS Teachers' Conference 19- Lectio Divina and Feast of St. Joseph 20- Parents Learning Community Meeting 20- Kindilympics 20-House Movie Night and Club Fair	10-1 Lines and Segments That Intersect Circles 10-2 Finding Arc Measures 10-3 Using Chords Weekly Test
March 21 (Saturday) Spring Fair	

Week 2 (30) (March 23 to 27) 23-27 Student Leaders Applicant Interviews 26- Annual Visit to World Religion Museum Gr. 11 27- Lower School Readers Theatre	10-4 Inscribed Angles and Polygons 10-5 Angle Relationships in Circles 10-6 Segment Relationships in Circles Weekly Test
March 30 to April 6 Easter/Spring Break	
Week 3 (31) (April 7 to 10) 7- Spring University Fair 9- Easter Mass 9- Easter Egg Hunt for Lower School Students	10-7 Circles in Coordinate Planes 10-8 Focus of a Parabola 11-1 Circumference and Arc Length Weekly Test
Week 4 (32) (April 13 to 17) 13 Laudato Si Month Launching (During the Monday Assembly) 13-30 Laudato Si Month Activities 13-17- Class Photo Taking 17- AP Chinese/Japanese Practice Test	11-2 Areas of Circles and Sectors 11-3 Areas of Polygons 11-4 Modeling with Area Weekly Test
Week 5 (33) (April 20 to 24) 20-24 Cultural Awareness Week / Art Exhibit / Earth Week 24- Music Recital 20-24 Student Council Campaign 20-24 AP Mock Exams	12-1 Cross Section of Solids 12-2 Volumes of Prism and Cylinders 12-3 Volume of Pyramids Weekly Test
Week 6 (34) (April 27 to 30) 27- Student Council Elections 27-30 Senior Project Presentations 28-30 Pre-Exam Days	12-4 Surface Areas and Volumes of Cones 12-5 Surface Areas and Volumes of Spheres 12-6 Modeling with Surface Area and Volume Weekly Test

May 1: Labor Day Public Holiday	
Week 7 (35) (May 4 to 8) 4- May Crowning & Mother's Day Celebration (During the Monday Assembly) 4-14 Final Exams (K, Gr. 5, 8, & 12 Only) 4-15 AP Exams	12-7 Solids of Revolution 13-1 Sample Spaces and Probability 13-2 Two-Way Tables and Probability 13-3 Conditional Probability Weekly Test
Week 8 (36) (May 11 to 15) 13 and 14- Fourth Quarter Exam—Undergraduate (half day) 14-16 Student Leaders Retreat Days	13-4 Independent and dependent Events 13-5 Probability of Disjoint and Overlapping Events 13-6 Permutations and Combinations 13-7 Binomial Distributions Review for Quarter 4 Exam Quarter 4 Exam
May 15 Record Day (No Classes for students) *Final Deliberation for Graduating/Promoting Classes*	
Week 9 (37) (May 18 to 22) 18- Gr. 5 Recollection & Mass 19- Gr. 8 Recollection & Mass 20- Gr. 12 Recollection 20- Baccalaureate Mass (Whole School) 18-21 WIDA Testing 19- Lower School Sports Day / Gr. 6 & 7 School Field Trip 19- Gr. 9 - 11 - "Senior Success Forum: Inspiring the Next Generation" 19-22 Student Clearance Days 21- Middle & High	

Dominican International School

台北市私立道明外僑學校

No. 76, Dazhi Street, Taipei (104042), Taiwan, R.O.C.

10464 臺北市中山區大直街 76 號

Fully Accredited by WASC
ACCREDITING COMMISSION FOR SCHOOLS

School Sports Day 21- High School Field Trip 22- House Culminating Activity 20-22 Final Deliberation for Non-Graduating Classes 22- Student Leaders One Day Recollection / Turn Over Ceremony	
Week 10 (38) (May 25 to 29) 25- Kindergarten Graduation/Gr. 5 Promotion 26- LS Field Trip 26- Gr. 8 Graduation and Gr. 12 Graduation 27- Pre-Kindergarten & Gr. 1 - 4, 6 & 7, 9-11 Recognition Last Day of School, Report Card 28- Distribution, & Class Party (half day) 29- Last day for Teachers/Staff Meeting	

"Kindling the Light of Faith, Hope, and Love: The Legacy of St. Dominic de Guzmán"